

Data Analysis and Generalizations

Peer Review

STUDENT TEXT

Why Peer Review?

When you hear the words “peer review” what is the first thing you think about? What have been your experiences with peer review in or out of school? Do you think about reading or grading other students’ assignments? Do you find it beneficial when you give or receive feedback? Peer review is more than reading other students’ assignments. A peer-review process is an invaluable tool that allows you to model the interpersonal, interactive, and group problem-solving nature of most workplaces. Simply put, peer review involves sharing one’s writing with a group of peer readers who offer feedback and suggestions for improvement. This text describes some benefits of the peer-review process and some helpful hints for you to consider as you complete a peer review.



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Student Benefits

One of the benefits of reviewing other students’ work is that it gives you multiple perspectives on how others completed the assignments. Peer review provides a reference for your own work by illustrating other approaches. The feedback you receive from your peers also gives you the opportunity to receive feedback on the strengths and weaknesses of your writing, teaching you to critically analyze your own writing and the writing of others. Peer review also gives you a chance to revise multiple drafts and make substantial revisions before the instructor grades the work.

A Framework for Peer Reviews

The following is a process for conducting peer reviews for scientific investigations. Your teacher may add to or delete these steps for your assignment, but these steps will be helpful when you are giving and receiving feedback. The first step of this process is to become familiar with the scoring criteria that will be used during the peer review. In the case of the investigation that you just performed, the Student Activity, “Peer Review,” can be used. This document contains a set of questions that a reviewer should respond to when reviewing the report of an investigation. It is recommended that, before you submit your report to have it reviewed by a peer, you use the questions on the student activity on your report. This serves three purposes: 1) reviewing your own work gives you the chance to double-check it, and how you presented it before it is peer reviewed; 2) reviewing your own work allows you to have answers to potential questions that you receive after the peer review; and 3) reviewing your own work is an easy way to familiarize yourself with the criteria on the student activity. The second step in the peer-review process is to examine the investigation report from another student. It is recommended that you read the entire report one time through to get an overview of the investigation. Then, read and evaluate each section, making sure that you provide specific comments and suggest changes. It is important that during your critique, you provide both positive and negative feedback. The third step in this review process is to return the reviewed investigation report back to the investigator. During this step of the process, you may receive some questions from the investigator about your comments/critiques. Try to provide answers to the questions in a constructive manner. When you receive your feedback, make modifications and ask questions before submitting your assignment for a grade.

A Peer-Review Process

Step 1: Become familiar with a scoring criteria. Use the scoring criteria on your report.

Step 2: Examine the investigation report from another student.

Step 3: Return the reviewed investigation report back to the investigator. Respond to questions from the investigator about your comments/critiques.